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ABSTRACT

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this reading curriculum guide of the Basic Skills First Program is designed to identify the minimum reading skills for third grade students. After brief explanations of the components of the Basic Skills First Program (curriculum guide, mastery tests, individual student records, and a systematic plan of instruction), an overview of the Basic Skills First Reading Guide, and a summary of various guide revisions, the guide is divided into the following reading "strands" (divisions of skill areas): (1) comprehension skills; (2) word identification skills; (3) reference and study skills; and (4) literature. Each page of the guide addresses a strand objective, and consists of instructional objectives; associated content statements; and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. An answer key for the third grade reading mastery test, and a list of third grade vocabulary words are also included. (MM)

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READING CURRICULUM GUIDE

BASIC SKILLS FIRST

THE BETTER SCHOOLS PROGRAM It Works!

TENNESSEE DEPARTMENT OF EDUCATION
ROBERT L. MCELRATH, COMMISSIONER
1986 EDITION

CS 009310

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READING
CURRICULUM GUIDE
BASIC SKILLS FIRST

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We wish to offer a special word of thanks to the Basic Skills First Consulting Teachers, Ruth Rickman, Janice Baer, Betty Lundeen, Rose Snead, Sharon Hammond, Pat Petrie, Becky Sims, Phyllis Pardue, and Malinda Murchie for the vital contributions they have made to the implementation of BSF, and to former Deputy Commissioner Beecher Clapp and the originators of Basic Skills First for their contributions to excellence in education in Tennessee through this monumental endeavor.

And finally, the Department acknowledges the dedication to excellence of the Departmental Revision Team, Donna Spalding, Faye Taylor, Mark Howard, J B Whitman, and Judith Morgan and their assistants Mary Tompkins, Ruth Wright, Kathy Todd, and Pat Brenner for the many long, hard hours they invested in making a good program even better.

FOREWORD

The Basic Skills First Program is designed to identify the minimum skills which teachers should teach and which students should learn in reading and mathematics. The materials were written by Tennessee educators for use with Tennessee students. The program is designed to help local personnel in their continuing task of insuring that all students in the Tennessee public schools learn the basic skills of reading and mathematics and develop the ability to apply them as needed in everyday life.

The basic Skills First Program has four components:

• A CURRICULUM GUIDE - In accordance with RULES, REGULATIONS AND MININUM STANDARDS of the State Board of Education, section 0520-1-3-.02, the BSF guides contain the instructional objectives which address the terminal objectives identified for each grade level in the Board approved curriculum frameworks. Local school systems must use either the BSF curriculum guides for reading and mathematics or use locally developed curriculum guides which have been approved by the State Department of Education as comparable.

• MASTERY TESTS - The mastery learning approach to teaching is based upon the premise that students learn best when instruction focuses on small, manageable bits and when students master each bit before proceeding to a new or more difficult task. BSF provides the teacher with mastery tests which may be used to determine students' mastery of the objectives designated by an asterisk in the guides. These objectives have been determined to be important to the students' satisfactory progress in reading and mathematics. The use of the mastery tests is OPTIONAL; however, the determination of mastery is not. Teachers should use whatever methods they deem appropriate to assure that students have mastered each skill identified with an asterisk in the guides. In order to facilitate the most efficient use of teacher time and skills, the objective tests have been clustered. This clustering of objectives allows the teacher to test several skills at one time, yet still determine mastery of each objective individually.

• INDIVIDUAL STUDENT RECORDS - Progress must be charted in order to provide appropriate instruction on the students' levels. A profile, containing the objectives which relate to the areas assessed in the Pre-first Grade Screening Program, is provided for every kindergarten student. A record form, containing the tested objectives for every grade 1-8, is also provided for each student. Use of these particular record forms is OPTIONAL; however, a record of each student's mastery of the tested objectives must be maintained as part of the student's cumulative file.

• A SYSTEMATIC PLAN OF INSTRUCTION - Students should receive direct instruction in the skills of reading and mathematics in order to achieve to their optimum levels. One of the services provided as a part of the BSF program is staff development in the use of the Directed Lesson for reading and mathematics. There are many sound approaches to directed teaching. Among them is the Tennessee Instructional Model. The responsibility for determining the method(s) of instruction to be used with students ultimately rests with those who provide the instruction; therefore, the local school systems must determine the method(s) of delivery which they deem to be most appropriate.

The implementation of Basic Skills First reading and mathematics programs, or comparable programs, in every school during the 1985-86 school year revealed the necessity of revising the programs in order to make them the best possible materials for use in Tennessee classrooms. Input was obtained from teachers across the state. The 1986 edition of Basic Skills First is the result of that input. Although the format of BSF is new, the philosophy of BSF remains the same. BSF is an educationally sound course of study which provides direction and support to classroom teachers and consistency to what teachers teach and students learn across the state.

Robert L. McElrath
Commissioner of Education

PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. RULES, REGULATIONS, AND MINIMUM STANDARDS of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

> The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.
>
> The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally-developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The Basic Skills First Program meets the requirements cited above in grades K-8 for mathematics and for the reading portion of the Language Arts Curriculum Framework. (The two additional components of language arts, writing and thinking and expression, are addressed in a separate guide since no tests or record forms are provided for those components.) The State Board of Education requires that the Basic Skills First Program, or a comparable program, be used in every classroom, grades K-8, in the State of Tennessee. The requirements of the Basic Skills First Program are explained in the Foreword on page iii in this guide.

The new Basic Skills First Reading Guide is organized into four strands: Comprehension Skills, Word Identification Skills, Reference and Study Skills, and Literature. Instructional objectives under each strand can be identified by the five characters of the objective number. The first character is the grade level, the second character is the discipline (reading), the third character is the strand, and the last two digits represent the numerical sequence of the objective within the strand.

Example - the instructional objective number 32104 is translated as follows:

3 = Grade 3
2 = Reading
1 = Strand - Comprehension Skills
04 = Fourth Instructional Objective

Each page of the guide contains instructional objectives, associated content and suggested activities that are designed to insure the mastery of the terminal objective. The curriculum cross reference indicates where this objective relates to objectives in another discipline, and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level to list materials available to teach the instructional objectives.

SUMMARY OF REVISIONS

The Basic Skills First Reading Program has undergone a careful and critical analysis and an extensive revision. Every effort has been made to decrease the demands of the program on teacher time in order to maximize instructional and learning time and to strengthen the BSF materials in order to assure that students have the best possible chance to learn the critical skills of reading. The following are significant changes in the BSF Reading Program:

- The number of objectives in the READING GUIDE was reduced by combining similar objectives and omitting objectives which are thoroughly covered in the Language Arts Curriculum Guide.

The reading objectives are now broader. Many objectives have several activities provided which increase in difficulty. The teacher should be certain the student can perform at each level of difficulty before testing the overall objective.

The Language Arts Curriculum Framework consists of three components: Reading, Writing, and Thinking and Expression. Basic Skills First addresses only the reading portion of the framework. Some objectives which are thoroughly covered in the Language Arts Guide were omitted from the Reading Guide. When objectives were combined or moved, those numbers were omitted from the numerical sequence in order to avoid confusion and to provide for the use of correlations previously completed. When objectives were changed significantly or moved from the Comprehension Strand to the Literature Strand, they were given new numbers.

- The number of MASTERY TESTS required and the quality of the tests provided were addressed by testing only objectives from the Comprehension and Word Identification strands, clustering tests, field testing the tests, checking the readability of the tests, and providing vocabulary lists.

Although all objectives in BSF Reading are important, the objectives in the Comprehension and Word Identification strands impact directly the student's ability to read. Tests have been clustered to reduce the number of testing "sittings." One passage may be used for several objectives in a cluster test. The teacher may still, however, determine the students' mastery of individual objectives within the cluster.

The mastery tests were field tested in classrooms across the state in the spring of 1986. A computer program was used to determine the readability of the passages using the Frye Formula for readability. All passages are considered to be acceptable for the grade level at which they are used. The writers used a composite vocabulary list made up of words from the four series used most often in Tennessee schools. That vocabulary list is provided for each grade level.

- RECORD KEEPING for BSF Reading was streamlined by designing a single record form which contains the tested objectives for grades 1-8 and removing the date of mastery from the record form.

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	32110	distinguish homographs.	3
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32207 apply consonant blend letter-sound associations to decode unfamiliar words. 23

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* 32217 identify simple suffixes. 29

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* 32221 divide words into syllables using the VC/CV rule. 31

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READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 321A1 To understand reading with proper expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
32101 read with expression.	Expressive reading requires variation in pitch and volume in combination with proper enunciation and phrasing. "Enunciation" is the clear and distinct articulation of words. "Phrasing" refers to the grouping of words to be spoken in a single breath. These two factors are necessary for the listener to hear exactly what is said. "Pitch" is the frequency of sound waves and ranges from very high, shrill sounds to very deep, bass sounds. "Volume" refers to the loudness or softness of tones. "Pace" refers to the rate at which a person reads. The pace of oral reading should be slow enough to be understood and fast enough to be interesting. "Stress" refers to the emphasis placed upon certain words to signify their importance. "Pauses" are brief periods of silence used to indicate punctuation or to produce a dramatic effect.	listening, comprehending, analyzing, evaluating verbalizing, listening, analyzing, evaluating dramatizing	A. Read to students a short selection in a monotone. Read the same selection varying intonation. Have students vote on the delivery they preferred. Explain how each factor relates to effective speaking, focusing on one factor at a time. Give students ample opportunities to practice reading aloud. B. Allow students to record their oral reading. Listen with students individually and give suggestions for improvement and reinforcement for progress. C. Have students read plays aloud. Allow the students to select their parts and to practice reading them privately before the play is presented to the entire class.		

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 321C1 To understand the roles of context and word meaning in comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 32106 use context clues to identify new words.	Using context means deriving the meaning of unfamiliar words by using known words and other clues within the sentence or passage. Care should be taken to assure that the meaning is derived from no other source than the context; therefore, words chosen as unfamiliar words may be above grade level and may not be easily decoded or recognized by students.	recalling, associating	A. Introduce a new word by using it in a sentence that provides clues to the identity of the word, such as "Would you ____pass the butter?" (please) Ask students to predict what they might say in that sentence. Put the new word in the blank and decode it. Point out to students that a familiar phrase will sometimes clue the identity of a new word. Give students other sentences that contain familiar phrases. Have them identify the new word in each.		
		associating	B. Use a new word in a sentence which defines the word, such as "A dark hole in the side of a mountain is a ____." (cave) Tell students that sometimes the sentence defines the unfamiliar word. Give students similar sentences and have them identify the new word in each.		
		analyzing	C. Use each new word in a sentence that provides indirect clues to its meaning, such as "The directions were hard to understand, so I asked the teacher to clarify them." Have students then explain the meaning of the new word.		

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 321C1 To understand the relationship of context and word meaning to comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
32109 distinguish homophones.	Homophones are words that are pronounced the same but are not spelled the same.	observing, listening, associating	A. Write on the chalkboard two words that are pronounced alike but are spelled differently, such as "road" and "rode." Explain that although the words sound the same, they have different meanings. List several pairs of homophones and define each word. Give students sentences, and have them fill in each blank with the appropriate homophone.		
		defining, discriminating	B. Have students read sentences which include homophones. Have students define the homophones as they are used in the sentences.		
32110 distinguish homographs.	Homographs are words which are spelled the same but have different meanings and different pronunciations.	observing, listening composing	A. Write two words and their definitions on the chalkboard, such as " wind - a natural current of air; a breeze" and "wind - to turn; to coil; to twist." Point out that the words look alike but do not mean the same and are pronounced differently. Have students make a sentence with each word. B. Give students two sentences in which homographs are used, such as "A tear ran down her cheek." and "He thought he might tear his coat on the nail." Have students use the context to determine the appropriate pronunciation of the word in each sentence.		

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 321C1 To understand the roles of context and word meaning in comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 32111 use context to determine the meanings of known words.	Most words have more than one meaning. The context in which the word is used determines the appropriate meaning of the word. Students should be able to select from several meanings the one that best defines a word as it is used in a sentence.	recalling, analyzing, matching	A. Give students a familiar word, such as "can." Have students list all the meanings they know for the word. List the meanings on the board. Then write a sentence, such as "We ate beans from a can." Have students choose the meaning that best fits the sentence.		
		matching	B. Select a word with multiple meanings. Write the definitions for the word on a set of cards. Write sentences to match the definitions on another set of cards. Have students match each sentence with the appropriate meaning of the word.		
			C. Give students a worksheet with words and their definitions. Use each word in a sentence, and have the students select the correct meaning of the word as it is used in the sentence.		

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 321D1 To understand the role of sequencing in comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 32112 determine sequence by identifying events from the beginning, middle, and end of a selection.	In order to summarize a selection, students must recognize the part of the story in which each major event occurs. By classifying events as those happening at the beginning, those happening in the middle, and those happening near the end, the students learn to concentrate on the major events in the story when developing a summary rather than to focus on a small portion of the story. Students also learn to put isolated events into perspective as they relate to the entire story.	recalling, ordering	A. After students have read a selection, have them summarize the selection in their own words. As major events are identified, list them on sentence strips. When the summary or retelling is completed, reorder the strips. Select an event at random, and have students tell if the event happened at the beginning, in the middle, or at the end of the story.	L.A. 335A1	
		recalling, ordering	B. Select sentences from a story which describe events. After reading the story, have students label each sentence with "B," "M," or "E," for beginning, middle, and end.	L.A. 335A1	

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 321D1 To understand the role of sequencing in comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 32113 sequence events from a selection.	Sequencing requires recalling the order in which events occurred in a selection.	recalling, verbalizing	A. After reading a story silently and/or orally, ask students to tell three or four events from the story in the order they happened.	L.A. 335A1	
		recalling, arranging	B. On the top of a worksheet, print five or six sentences about a story the students have read. Have students cut the sentences apart and paste them in the proper order on the bottom of the page.	L.A. 335A1	
		recalling, identifying	C. Give students several events from a story written in random order. Have students point to the event which happened just before or just after an event identified by the teacher, such as "What happened just before Johnny found Grandpa's ring?"	L.A. 335A1	
		inferring	D. Tell students that sometimes sequence (or time) is not directly stated in the text. Point out clues that will help them infer time or sequence, such as "In the story, it says that Billy was still sleepy when he was eating his cereal. What time of day do you think it was?"	L.A. 335A1	
		recalling, ordering	E. Write six to eight sentences in random order which describe events from a story. Have students number the sentences to indicate the order in which they happened.	L.A. 335A1	

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 321E1 To understand how details enhance comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 32116 answer questions about a selection.	Questions should require students to recall and/or locate specific details in the selection which answer "who," "what," "when," "where," "how," and "why." Questions may also be asked which require students to infer answers, make judgments, and use information in a creative way.	listening, recalling	A. Write the words "who," "what," "when," "where," and "why" on cards and display them in the reading area. After reading a story, ask a question which begins with each word.	L.A. 335A1	
		listening, recalling, comprehending, applying, analyzing, synthesizing	B. Use Bloom's taxonomy to vary the level of difficulty of the questions asked. For example, ask students a "who" question for each level from the knowledge level to the evaluative level..	L.A. 335A1	
		recalling, locating	C. After students have read a story silently, ask questions and have students find and read passages to verify their answers.	L.A. 335A1	

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 321F1 To understand main idea/central message in reading comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 32118 select and create titles.	Before students can write titles, they must understand that the title relates specifically to the contents of a story and that the title consists of only the most important words which identify the story. Students should be able to select the best title for a story or book from several choices. To create a title, students must understand the story, recognize the main idea, and express the most important idea in only a few words.	recalling, analyzing, discriminating	A. Have students read a brief story. On the board or chart paper, list three or four possible titles for the story. Ask each student to choose the best title for the story. Allow the students to tell why they chose their answers.	L.A. 335A1	
		recalling, matching	B. Cut the titles from short stories. Place the stories in one stack and the titles in another. Have students read the stories and match each story with a title.	L.A. 335A1	
		discussing, analyzing, naming	C. Read with students a short paragraph. Discuss the main idea of the paragraph. Have each student create a title. Choose the best title(s) for the paragraph.	L.A. 335A1 L.A. 335B1	
		composing, naming, analyzing, judging	D. Have students develop a group story. Allow each student to write a title on a sentence strip. Ask students to tell why each title would or would not fit the story.	L.A. 335A1 L.A. 335B1	

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 321F1 To understand main idea/central message in reading comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 32119 Identify the main idea in a selection.	The main idea is the most important fact or idea the author is trying to convey in the selection. Sometimes the author clearly states the main idea, such as in the following example: "The first Europeans who came to this country learned many things from the Indians. They learned about new kinds of food and new ways to cook the food. The Indians showed them springs where they could find good drinking water."	locating, justifying	A. Read with students a short paragraph. Ask students to find the sentence they think tells what the author would most like for them to remember. As answers are given, discuss why each answer is correct or incorrect.		
		locating	B. After discussing the concept of main idea and presenting many examples, give students a short paragraph, such as the example in the content column. Give clues to help students find the main idea, such as "The paragraph tells some things the Europeans learned. The sentence that gives the main idea tells that the new Americans learned some new things and from whom they learned them. Find that sentence."		
	The main idea may often be found in the topic sentence. The topic sentence identifies the subject of the paragraph and may be at the beginning, in the middle, or at the end of the paragraph. For example, the topic of the following paragraph is rain: "The river has dried to a trickle, and many fish are dead. Plants have withered. The dirt has dried into dust that blows everywhere. It hasn't rained for a long time." The main idea is that it hasn't rained in a long time.	analyzing, locating, scanning	C. Give students three or four paragraphs, and have them locate the topic sentence in each.		

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 321F1 To understand main idea/central message in reading comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 32120 infer the main idea of a selection.	This objective should come after students are adept at finding the main idea which is explicitly stated. Inferring information is a high level cognitive skill and requires combining several mental processes. The four steps of teaching a skill lesson as described in the Tennessee Instructional Model or a similar model are particularly important in teaching this objective.	listening, observing, comprehending	A. Show students a paragraph with an inferred main idea. Read the paragraph with the students and identify the main idea. Do several examples.	L.A. 335A1	
		listening, observing, recalling, thinking criticizing, verbalizing	B. Show students a paragraph similar to that in A and ask them questions which will lead to the main idea. Do several examples.	L.A. 335A1	
		listening, recalling, discriminating, selecting, judging	C. Use a similar paragraph to that in A, and give students three or four choices from which they should select the main idea. Discuss each choice, and help students make the best selection. Do several examples.	L.A. 335A1	
		reading, comprehending, recalling, analyzing, thinking critically	D. Have students read a paragraph and tell the main idea. Give students several paragraphs for independent practice, gradually lengthening the paragraphs.	L.A. 335A1	

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READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 321F1 To understand main idea/central message in reading comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
32123 state the topic of selections in a unit.	The topic of a unit is the subject to which all stories in the unit relate. For example, in a unit titled "Tales from Far Away" all the stories are folk tales from different countries.	observing, analyzing, predicting	A. When a new reader is begun, have students look at the table of contents to identify the unit titles in the book. Write each unit title on a piece of chart paper. Have students read the titles under each unit heading and predict the theme of each unit. Write the the theme under the unit title. As each unit is completed, review the chart to determine the accuracy of each prediction.	BSF Reading 32309	
		observing, analyzing	B. Review the table of contents of a science or social studies book. Have students identify the commonality of the chapters within a unit, or subtitles within a chapter.	BSF Reading 32309	

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 321G1 To understand the role of prediction in comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 32124 use context to verify predictions.	Predicting outcomes is the skill of using known information, inferred information, past experiences, and logical thinking to speculate on possible results or outcomes. Verifying predictions requires the reader to locate the information which will support the validity of the prediction. Predicting differs from guessing in that guessing often involves random responses which may or may not be the result of critical thinking.	listening, recalling, thinking critically	A. Read a selection with students. Stop at various points, and ask students what they think will happen next. Continue to read, and have students signal when they read the parts that verify their predictions.	L.A. 335A1	
		listening, recalling, thinking critically	B. When introducting a basal reader lesson, tell the students the topic and/or the main idea of the story. Have them predict details they expect to find in the story. Record the predictions. Place a check by each predicted detail which was, in fact, in the story. For example, for a story entitled "A Day At The Beach," you might expect to find details such as "sunny," swimming," and "water."	L.A. 335A1	

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written communication

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 321H1 To understand characterization as an element of comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 32126 match characters with their feelings, dialogue, and actions.	A part of literal comprehension is the ability to recall what each character did and said. This can be especially difficult when the selection has numerous characters and a complicated plot. This objective is also important in helping students to identify the antecedents of pronouns in the story.	describing, associating, matching	A. After students have read a story, have them discuss each major character independently. Write the name of a major character at the top of a piece of chart paper. Have students go back through the story, scanning to locate information about the character. Write the information on sentence strips. After each character has been discussed, have students glue the strips to the charts, matching characters with information about them.	L.A. 335A1	
		recalling, associating, locating	B. Ask questions which require students to identify characters and their actions, such as "Who brought home the birthday cake?" or "What did Kelly do when she left school?" Have students answer by recalling and by locating the answers in the book.		

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 321H1 To understand characterization as an element of comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
32128 describe changes in characters' actions and feelings.	Character development involves analyzing the interactions of characters and identifying the changes in actions, attitudes, and relationships as a result of those interactions.	recalling, analyzing	A. Read a story such as "The City Mouse and the Country Mouse." Discuss with the students how the country mouse's feelings about the city changed after he went to visit his cousin and was scared by the cat.	L.A. 335A1	
		recalling, analyzing	B. Using a familiar story, such as "The Lion and the Mouse," discuss with the students how the lion and the mouse changed in their attitudes toward each other.		

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 32111 To understand the factors involved in supporting conclusions

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
32129 draw conclusions.	A conclusion is an idea derived from an analysis of stated information, inferred information, and information gained from experiences. Conclusions must be logical and supported by facts or clues within the selection.	listening, associating	A. Give students a list of clues to use in solving a riddle, such as the following: "I do good deeds. I work as a reporter. I came from another planet. I wear a blue and red costume. I fly through the air. Who am I?" (Superman)	L.A. 335A1	
		recalling, analyzing	B. Have students read a story from the basal. Ask them questions which will require a conclusion to be drawn, such as "Based on the evidence in the story, do you think the little boy had fun playing in the park?" Have students site the evidence in the story that led to the conclusion.	L.A. 335A1	

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 421I1 To understand factors involved in supporting a conclusion

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 32133 use context to verify conclusions.	A conclusion is the result of an analysis of stated information, inferred information, and information gained from past experiences. Conclusions must be logical and supported by facts or clues within the selection.	recalling, locating information	A. Pose a question about a story, and have students find and read orally the sentence(s) in the selection that answers the question. For example, in "The Princess and the Pea," the queen decides the girl is a real princess. Have students find the parts of the story that helped the queen learn the truth.	L.A. 335A1 BSF Reading 32318	
		recalling, locating information	B. Ask the students a question that can be answered with "yes" or "no." Have students signal with thumbs up for "yes" and down for "no." Have each student find the part of the story that supports the answer given.	L.A. 335A1 BSF Reading 32318	

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 321J1 To understand cause and effect as a means to comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 32135 Identify cause and effect relationships.	Students should be able to identify the part of the selection which describes the consequences or results of an action and the part of the story that tells the cause(s) of an event or series of events. Comprehension involves understanding the significance of each event to the total plot and may be extended to predicting what would happen if elements in the story were changed.	listening, observing, reading orally	A. Have students read a story in which the cause and effect relationship is clearly defined. Write a sentence on the the board which states an effect from the story, such as "Hansel and Gretel were lost in the woods." Have students find and read the "cause(s)" of their being lost.	L.A. 335A1	
		listening, observing, reading orally	B. Repeat Activity A above writing the causes on the board and having students to identify the "effects" of each cause. For example, cause-a fire, effects-loss of wildlife, soil erosion, and property damage.	L.A. 335A1	
		predicting, thinking critically	C. Discuss with students how a change in a cause might change the plot of the story, such as in the story "Damon and Pythias." The teacher might ask, "What do you think might have been the result if Pythias had not been able to free himself from the tree?" In this activity, the emphasis is on logical and critical thinking.	L.A. 335A1	

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 321K1 To understand the role story elements play in evaluating material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
32138 distinguish reality and fantasy.	Some things occur in the real world; others are imagined. Reality refers to those things which actually exist or can actually happen. Fantasy is the distortion of reality or the creation of imaginary objects or events. Students should distinguish those things which are imagined or distorted from those which reflect actual objects and events. Fantasy is used to entertain, to provoke thought, and to explore the realm of possibilities.	observing, analyzing, describing	A. Show students a picture of a castle in England and a picture of a castle from a story, such as "Jack and the Beanstalk." Point out to students that sometimes things that really exist are distorted to make them more interesting or exciting. Show students a picture of another object, such as an animal, and a distorted representation of that animal, such as a cartoon character. Have students discuss the difference in the the two pictures.	L.A. 335A1	
		analyzing, classifying	B. Have students read a story which contains elements of reality and fantasy. Have them determine which parts of the story are real and which parts are fantasized.		

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 321K1 To understand the role story elements play in evaluating material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 32139 distinguish fact and opinion.	A fact can be proved to be true or to have occurred. The proof may be obtained through observation or by consulting an expert. An opinion is what someone thinks, and cannot be proved. Opinions are usually based upon personal values, experiences, and feelings. For example, " Tom is a boy in our class, and I think he is the nicest person in the school." The first part of the sentence is fact because it can be verified; however, the second part of the sentence is opinion because it is based upon someone's belief. Statements of opinion are often judgments, and they may contain clue words such as "best," "worst," or "never;" or phrases such as "I think" or "I guess."	listening, analyzing, discriminating analyzing, classifying, discussing, justifying	A. Read to the class a series of sentences, some of which are statements of fact and others statements of opinion. Have each student indicate with a thumb turned up if the sentence is a statement of fact and with a thumb turned down if the sentence is a statement of opinion. B. Have students label statements as fact or opinion. Have them support their answers.	L.A. 335A1	

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 322A1 To understand how sight word development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
32201 identify sight words.	Students at this level should be able to identify all of the words on a sight word list, such as the Dolch List. Contractions should be identified by students, as well as the vocabulary of the adopted basal reading program. Many students will need to review those words mastered in previous grades. Sight words differ from other vocabulary in that the student must use auditory and visual memory rather than phonics or context in the identification process. Students should participate in daily activities to increase sight word vocabulary. Assigning students phrases as well as word lists will aid mastery of the sight words and develop better oral reading skills.	memorizing, identifying	A. Assign ten words or more nightly for students to take home for study. Each day allow the students to read the words aloud within a given time frame. As a student masters the list of words, assign the student the next list. Phrases should be assigned as part of the list.		
		recognizing, identifying	B. Write the sight words on index cards. Make two sets so that the game of "concentration," or "bingo," or other games may be played by pairs of students. (Make word banks.)		
		creating, applying, identifying	C. Assign ten sight words. Have each student write a paragraph using each of the ten words. Allow the students the time to share the paragraphs with other members of the group.		
		comprehending, identifying	D. Using sentence strips, include the sight words in phrases to be read by the students. Give each student a sentence strip. Have the students read their phrases. If the phrase is read correctly, pass the sentence strip to another member of the group. If the phrase is read incorrectly, the student should keep the sentence strip and practice the phrase.		
		applying	E. Allow the students to make games with sight words. (Make word banks.)		

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 322B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
32202 develop letter-sound associations for three-letter consonant blends.	Three-letter consonant blends are often called clusters. Each letter in a consonant blend keeps its own sound. Examples are: spl, str, spr, and scr.	identifying, applying	A. Say three words such as "strike-street-string." Have the students repeat the words. Write the words on a transparency, chart tablet, or chalkboard. Have students identify the consonant blends. Discuss the blending of the consonant letters. Have students list other words that begin with those sounds. List other consonant blends and have students make a list of words that begin with each consonant blend. Write them on chart tablets, etc. so that students might practice reading them to a partner during the day.	L.A. 333A1	
* 32203 develop letter-sound associations for the two sounds of "c" and "g."	The letters "c" and "g" have both hard and soft sounds. "C" tends to be hard when preceeding "a, o, and u," such as in "can, cold, and cup;" and soft when preceeding "e, i, and y," such as in "cell, city, and cycle." "G" tends to be hard when preceeding "a, o, and u," such as in "game, go, and gun." "G" tends to be soft when preceeding "i, e, and y," such as in "gin, gem, and gym." "G" can also be hard when preceeding "i," such as in "give."	discriminating, applying applying, discriminating	A. Make a set of key cards with the words "go, gem, gym, gin, gun, and game." Make game cards with other "g" words on them. Have students draw a game card and match it to the key card which contains a word with the same sound of "g." Do the same for the "c" using "can, cold, cup, cell, city, and cycle." B. Give the students a list of unknown words. Have the students look the words up in the dictionary for the pronunciation key. Have each student determine the "c" or "g" (hard or soft) sound in each word.	L.A. 333A1	

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 322B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 32204 identify silent consonants in words.	There are many words that have silent consonants. Students should be made aware of these silent letters, such as "k" in "knife," "b" in "lamb," "t" in "castle," "w" in "write," and "c" in "chick."	identifying	A. Give students a list of words which contain silent consonants. Say the words together. Have the students identify the silent consonants.	L.A. 333A1	
		recalling, identifying	B. Make flash cards using the list of words used in Activity A. Have the students read the flash cards to a partner and then have the partner read the flash cards. As the students read the flash cards, have them identify the silent consonant letters.	L.A. 333A1	
32205 apply letter-sound associations for single consonants to decode unfamiliar words.	Students use previously developed skills to attack unknown words. Students have used the following steps in decoding: visual discrimination, auditory discrimination, blending and contextual application. New words should be presented in phrases or sentences, never out of context.	decoding, recalling, identifying	A. Write a sentence on the chalkboard, a chart tablet, or a transparency. The sentence should include a new word that the students will decode by using previously learned skills. Have the students recall vowel generalizations to aid in figuring out the new word. Have the students read the sentence aloud and identify the new word. Write other sentences which have new words for the students to practice reading and decoding.	L.A. 333A1	
		decoding	B. Provide paragraphs containing new words for students to read silently and then orally. Have students independently decode the new words.	L.A. 333A1	

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 322B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
32206 apply consonant digraph letter-sound associations to decode unfamiliar words.	Students should use the four steps in decoding: auditory discrimination, visual discrimination, blending, and contextual application. New words should be presented in phrases or sentences, never out of context. Consonant digraphs are two letter combinations that do not produce the blended sounds of the particular letters, but rather produce a unique speech sound. Examples of consonant digraphs are: "ch, sh, th, wh, ph, qu, nk, ng, ck, sh, ch, th, and ph."	decoding, recalling, verbalizing	A. Write a sentence on the chalkboard which contains a new word having a consonant digraph. Underline the new word. Have the students read the sentence aloud and identify the new word. Have the students explain the process used to determine the new word. Discuss consonant digraphs. Write other sentences on the board, each having a new word with a consonant digraph. Have the students work in pairs and read the sentences.	L.A. 333A1	
		verbalizing	B. Write a story on a chart tablet, transparency, chalkboard, or student worksheet. Include new words in the sentences. Have the students read the story silently. Allow each student to read one sentence aloud and to explain the steps taken to decode the new word.	L.A. 333A1	
32207 apply consonant blend letter-sound associations to decode unfamiliar words.	Consonant blends are two or three letter consonant combinations that produce a blended sound of the component letters. Examples are: "bl, cl, dl, fl, gl, sl, br, cr, dr, gr, pr, tr, sc, sk, sm, sn, sp, st, scr, and spr." New words should be presented in phrases or sentences, never out of context.	decoding, recalling, verbalizing	A. Same as 32206-A using words with consonant blends.	L.A. 333A1	
		verbalizing	B. Same as 32206-B using words with consonant blends.	L.A. 333A1	

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 322B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
32208 develop letter-sound associations for the schwa sound.	"Schwa" is the name given to the sound often produced by vowels in unaccented syllables. Schwa is represented by the pronunciation symbol "ə." Each vowel may have the schwa sound. For example, the "a" in "about," the "e" in "taken," the "i" in "pencil," the "o" in "lemon," and the "u" in "circus" represent the schwa sound. There are five components of vowels: single vowels, single vowels controlled by "l," "r," or "w," digraphs, diphthongs, and schwa. The schwa component is the hardest for students to comprehend. Many students at this level do not master this concept.	identifying, recalling	A. Write such words as "about-taken-pencil-lemon-circus" on the chalkboard. Have the students identify the words and the stressed syllable in each word. Have the students pronounce the unstressed syllable. Discuss the vowel sound in each of the words. Write a list of words on the chalkboard, and have the students identify the syllable containing the schwa sound. Examples are: "bottom, silent, denim, about, cactus, bacon, nickel, spoken, and garden."	L.A. 333A1	
		discriminating	B. Make key cards with the words "about-taken-pencil-lemon-circus." Make game cards with other words having the schwa sound. Have students draw a game card and match it to the key card with the same vowel used to show the schwa sound.	L.A. 333A1	
		applying, identifying	C. Give the students a list of ten words. Have the students use dictionaries to look up the pronunciation key to identify the syllable with a schwa sound.	L.A. 333A1	
		identifying	D. Using the adopted basal vocabuary list, have the students find words having a schwa sound. Have the students mark the unstresssed syllable and underline the vowel in the syllable.	L.A. 333A1	

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 322B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
32209 develop letter-sound associations for vowel digraphs.	Vowel digraphs are two adjacent vowels. One of the adjacent vowels receives the long sound while the other vowel is silent. Examples are: "ai, ay, ea, ee, and ei." Avoid teaching rules applying to digraphs as they hold true less than half the time. For example, " when two vowels go walking, the first one does the talking" is not consistently true.	identifying	A. Display lists of sight words and vocabulary words from the basal reader which have vowel digraphs. Discuss the concept. Have students read the list to a partner.	L.A. 333A1	
		recalling, applying	B. Make "bingo" cards with a vowel digraph in each square. Give each student a card. Pronounce words that have vowel digraphs and have students cover each digraph with a marker.	L.A. 333A1	
		discriminating	C. Make key cards with "ai, ay, ea, ee, and ei." Make game cards with words having vowel digraphs. Have the students draw a game card and match it to the appropriate key card.	L.A. 333A1	
* 32210 develop letter-sound associations for vowel diphthongs.	A vowel diphthong is a two letter vowel combination having a unique sound. Vowel diphthongs include "ou," "aw," "oi," "oy," "au," and "oo."	identifying	A. Same as 32209-A using vowel diphthongs.	L.A. 333A1	
		recalling, applying	B. Same as 32209-B using vowel diphthongs.	L.A. 333A1	
		discriminating	C. Same as 32209-C using vowel diphthongs. Use only two dipthongs at a time, such as "oi" and "oo," when introducing the different diphthongs.	L.A. 333A1	

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 322B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 32211 develop letter-sound associations for r-controlled vowels.	R-controlled vowels are vowels followed by "r" having a unique sound. It is said that "r" controls the sound.	identifying, verbalizing	A. On a chart tablet, chalkboard, or transparency write the sight words "car-her-bird-fur-corn." Have the students identify the words. Discuss the "r-controlled" concept. Repeat the words and underline the vowel and "r" in each word. Have students list other words that rhyme with the sight words. Have the students identify the words and explain the "r-controlled" concept.	L.A. 333A1	
		discriminating	B. Make key cards having "ar," "or," "ir," "ur," "er." Make game cards having words with r-controlled vowels. Have the students match the game cards to the key cards.	L.A. 333A1	
		composing, recognizing	C. Have the students write a story using five of the words listed in Activity A.	L.A. 333A1	
* 32212 develop letter-sound associations for "al" and "aw."	When "a" is followed by "l" or "w," the "a" is controlled by the "l" or "w" and has a unique sound. Examples are: "law, mall, halt, raw, and saw."	identifying, verbalizing	A. Same as 32211-A using the words "law-mall-halt-raw-salt." Discuss the "l and w controlled" concept.	L.A. 333A1	
		discriminating	B. Same as 32211-B having key cards with "al" and "aw."	L.A. 333A1	
		composing, recognizing	C. Same as 32211-C using five of the words listed in Activity A.	L.A. 333A1	

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 322C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 32215 add inflectional endings to base words.	Base words are often called "root words." Students should begin early in reading to identify base words as sight word lists and basal vocabulary are introduced. An inflectional ending is the change in the form of a word showing its case, gender, number, person, tense, mood, voice, or comparison. The most common endings in beginning reading are: "s, ed, ing, er, d, ly, est."	identifying, applying, verbalizing	A. Display illustrations of animals, such as a turtle and a rabbit. Have the students identify which is faster. Write a sentence on the chalkboard or chart tablet such as, "The rabbit is faster than the turtle." Have the students read the sentence. Ask the students to explain the inflectional ending added to "fast." Display a picture of a small boy and ask the students to identify which is fastest. Write a sentence on the board such as, "The rabbit is fastest." Have the students identify the inflectional ending. Write other words on the board and have the students add inflectional endings.	L.A. 333D1	
		identifying, verbalizing, applying	B. Write the words "long-longer" on the chalkboard. Have the students identify the inflectional ending. Have the students explain how the new word "longer" was made. Write the words "funny-funnier" on the chalkboard. Have the students identify the inflectional ending and explain how the new word "funnier" was made. Write other words on the chalkboard, and have the students add inflectional endings. Examples are: "city, make, get, write."	L.A. 333D1	
		applying	C. Make word banks with base words and inflectional endings.	L.A. 333D1	

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 322C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 32216 identify simple prefixes.	Base words are often called "root words." Base words should be taught as sight word lists and the adopted basal vocabulary are introduced. An affix is one or more sounds or letters attached to the beginning or end of a word and serving to produce a derivative word or an inflectional form. A prefix is an affix occuring at the beginning of a word. The most common prefixes in beginning reading are: "ab, ad, be, com, de, dis, in(into), in(not), pre, pro, re, sub, and un." Students should recognize that the addition of prefixes often changes the meaning of the word.	identifying, verbalizing	A. Write the word "write" on the chalkboard, chart tablet, or transparency. Have the students make a sentence with "write." Write the word "rewrite" on the chalkboard. Have the students explain the difference the prefix makes. Write other words such as "tie-untie-lock-unlock-pack-repack-soil-subsoil." Have the students make sentences with the words and explain the difference the prefix makes.	L.A. 333D1	
		identifying	B. Divide the students into teams. Have a member of each team go to the chalkboard. Pronounce a word with a prefix and have the students write the prefix. Award points for correct answers. Allow each member of the team to have a turn. The team with the most points wins.	L.A. 333D1	
		identifying	C. Give students a worksheet including words with prefixes. Have the students identify the prefix and write the base word.	L.A. 333D1	

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 322C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 32217 identify simple suffixes.	Base words are often called "root words." Base words should be taught as sight word lists and the adopted basal vocabulary are introduced. An affix is one or more sounds or letters attached to the beginning or end of a word and serving to produce a derivative word or an inflectional form. A suffix is an affix occuring at the end of a word. The most common suffixes taught in beginning reading are: "ion, tion, ation, er, y, al, ent, ful, ity, ure, ish, or, ward, less and ous."	identifying, verbalizing	A. Write the words "use-useful-useless" on the chalkboard or chart tablet. Have the students make sentences with each word. Have them identify the changes in the spelling and the meaning of each word. Write some other words on the chalkboard, and have the students identify the suffixes.	L.A. 333D1	
		identifying	B. Divide the students into teams. Have the first member of each team go to the chalkboard. Pronounce a word and have the students write the suffix. Award points for the correct answer. Allow each team member to have a turn.	L.A. 333D1	
	Students should recognize that the addition of suffixes sometimes changes the meaning of the word.	applying, recognizing	C. Provide the students a list of vocabulary words. Have them choose the words to which suffixes can be added. Have the students write the new words made by the addition of suffixes.	L.A. 333D1	
		identifying	D. Give students a worksheet including words with suffixes. Have the students identify the suffixes and write the base word.	L.A. 333D1	

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 322C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 32218 identify possessive nouns.	A naming word, or noun, refers to a person, place or thing. Most words form their plurals by adding "s," others by adding "es." Many nouns are included in the Dolch Sight Word List and the basal vocabulary for beginning readers. Possessive nouns denote ownership. Most possessive nouns at this level are formed by adding " 's."	recognizing, verbalizing	A. Write a sentence on the chalkboard or chart tablet, such as "The girl's hat is in the room." Have the students explain possessive nouns and how the possessive was noted in the sentence. Have the students identify the singular noun. Write a sentence on the chalkboard or tablet, such as "The girls' hats are in the room." Have the students explain the difference in the two sentences. Discuss plural possessive nouns.	L.A. 333D1	
	Plural possessive nouns are formed by adding "s'."	matching	B. Make key cards with "'s" and "s'." Make game cards with both singular and plural nouns. Have the students draw a card and match it to the appropriate key card.	L.A. 333D1	
		writing, composing	C. Write sentences such as "It is the boy's pencil." Have the students form plurals and rewrite the sentences.	L.A. 333D1	

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 322C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 32221 divide words into syllables using the VC/CV rule.	The student should be provided basic generalizations in the mechanics of syllable division. The first step is to use auditory discrimination to determine the number of syllable units in a word. The second step is to use visual discrimination to determine the structural units that make up the sound units heard in a word. The first rule to be taught is the VC/CV rule: When the letter pattern in a word is vowel-consonant consonant-vowel, divide the word between the two consonants. The student should be instructed to "try" this approach but to realize it might not always apply.	verbalizing, recalling, discriminating	A. Write two words such as "rabbit-picnic" on the chalkboard to illustrate the VC/CV rule. Have the students repeat the words and determine the number of syllables. Write the syllables on the chalkboard and explain the process to the students. Write other words on the chalkboard. Have each student repeat a word, give the number of syllables heard and explain how the word should be divided. Have each student repeat the VC/CV rule.	L.A. 333D1	
		discriminating, verbalizing	B. Have one-syllable and two-syllable words written on cards. Have the students work in pairs. Have each student draw a card, say the word, and determine the number of syllables. The student should explain the VC/CV rule if it applies to the word.	L.A. 333D1	
32222 divide words into syllables using the /Cle rule.	The second rule is the /Cle (consonant plus "le"). Many times a word may be divided into syllables by dividing it before a consonant followed by "le."	verbalizing, discriminating	A. Same as 32221-A using "purple-table" as examples.	L.A. 333D1	
		discriminating	B. Make key cards with "VC/CV and /Cle." Make game cards with two syllable words. Have the students draw a card and match it to the appropriate rule.	L.A. 333D1	

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 322C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 32223 divide words into syllables using the V/CV rule.	The V/CV (vowel/consonant-vowel) rule does not always apply. The student should be encouraged to "try" this rule but to realize it does not always apply. In a two-syllable word in which the first vowel sound is long, the word is divided after that vowel. Words beginning with a schwa sound such as "about" are also divided in this manner.	recalling, discriminating	A. Write the word "silent" on the chalkboard. Have the students say the word. Have the students determine the number of syllables and the division of syllables. Discuss the V/CV rule. Write other words on the chalkboard for the students to practice the V/CV rule, such as "aboard, believe, retire, before, and ago."	L.A. 333D1	
		identifying	B. Give students a list of words. Have them look up the words in a dictionary to determine the number of syllables and the division of syllables.	L.A. 333D1	
32224 divide words into syllables using the VC/V rule.	The VC/V (vowel-consonant/vowel) rule does not always apply. The student should be encouraged to "try" this rule after trying the V/CV rule. In a two-syllable word in which the vowel sound is short, the word is divided after the consonant.	recalling, discriminating	A. Same as 32223-A using the word "seven" as the example for VC/V rule.	L.A. 333D1	
		discriminating	B. Make key cards with "VC/V, V/CV, VC/CV, and /Cle." Use game cards with two-syllable words. Have the students match game cards to the appropriate key card.	L.A. 333D1	

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 322C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 32225 identify stressed or accented syllables.	Accent is the degree of stress on a syllable. In all words with two or more syllables, one of the syllables is pronounced with more force or stress (accent). This syllable is called the accented syllable.	identifying, applying	A. Pronounce the word "paper." Have the students repeat the word and identify the number of syllables. Write the word on the chalkboard or chart tablet or transparency illustrating the division of syllables. Repeat the word, and have the students identify the accented syllable. Repeat the activity. Have the students repeat the word, clapping to denote each syllable. The students should clap louder on the accented syllable.		
		recognizing, applying	B. Given a list of sight words, the student should circle or denote the accented (stressed) syllable.		
32220 use the primary accent mark.	Students should be able to use the dictionary "key for pronunciation" at this level.	identifying	A. Have the students look up a word in the dictionary and find the accent mark in the pronunciation key. Discuss the accent mark and what it denotes. Write other words on the chalkboard, chart tablet, transparency or worksheet such as "robot, goblin, above, salute, apple, birthday, machine." Have the students look the words up in the dictionary and rewrite the word in syllables denoting the accented syllable.		

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 323A1 To understand the use of the library and reference material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
32301 recognize call numbers.	Call numbers on the spines of books are part of the Dewey Decimal System, which classifies books so users can locate them quickly.	listening, observing	A. Have students observe the arrangement of books on the shelves in the library. Point out that the numbers on the spines of the books correspond to the number of the section.		
		listening, observing, locating	B. Display a chart of the Dewey Decimal classifications. Discuss the types of books that would be found in each section. Have students find each section in the library.		

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 323A1 To understand the use of the library and reference materials

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
32302 locate books in the library.	Students should be able to find the fiction, non-fiction, and biography sections of the library, to understand the arrangement of books in each section, and to select books of each type.	listening, observing	A. Show students an example of a fiction book, a non-fiction book, and a biography. Explain to students the differences in the books and the way each type of book is shelved in the library. Visit the library with students and point out the location of each type of book.		
		sequencing	B. Review the concept of alphabetical order. Put the title of a book and its author on a card. Make cards for ten books. Have students arrange the cards in alphabetical order. Then have the students arrange the books in order, using the order of the cards to guide them.		
		listening, locating	C. Have students examine the biography section of the library. Explain to students that a biography is a book about the life of a famous person. Explain that biographies are shelved in the library in alphabetical order according to the last name of the person about whom the book was written. Give each student the title of a biography. Have the student locate the book on the shelf.		

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 323A1 To understand the use of library and reference materials

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
32306 use reference books.	Students should know the functions of reference books, including but not limited to encyclopedias, dictionaries, and atlases. Emphasis should be placed on helping students associate needed information with specific reference materials; e.g., a need for word meanings should be associated with a dictionary.	comprehending, matching	A. Display charts or posters which list the things which might be found in a dictionary, an atlas, and an encyclopedia. On index cards, write directions, such as "Find out how many meanings the word 'run' has." Have each student draw a card and use the information on the posters to decide which reference book would contain the information.		
		locating, following directions	B. Have students use the library reference section to find the answers to the directives in Activity A.		
		locating	C. Set up a dictionary center for students to use to locate familiar and unfamiliar words, pronunciations, and meanings. Provide task cards containing sentences with a word underlined in each and space for the student to write the pronunciation and meaning of the underlined word. For example, "We had a caravan going to the ball game." Pronunciation: Meaning:		

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READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 323A1 To understand the use of library and reference materials

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
32307 use guide words.	Entries are listed alphabetically in a dictionary and in an encyclopedia. The guide words tell the first and last words or entries on a page. Guide words help in finding words and entries quickly and easily. Use of guide words requires proficiency in alphabetizing and in determining the words which come before and after a given word.	observing, comprehending	A. Use a reproduction of a page from a dictionary and a page from an encyclopedia to point out the guide words on each. Discuss with students the importance of guide words. List with students steps in using guide words, such as the following: 1) Look at the guide word on the right side of the page. 2) Determine if the word for which you are looking comes before the guide word in alphabetical order. If it does not, go to the next page and repeat step 1. If the word comes before the guide word on the right, 3) Look at the guide word on the left side of the page. 4) Determine if the word for which you are looking comes after the guide word alphabetically. If it does, your word is on that page.		
		discriminating, matching	B. Give students three sets of guide words and a stack of word cards. Have students match each word with the appropriate set of guide words.		

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 323B1 To use study skills correctly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
32308 locate the title, author, and illustrator on a title page.	The title page of a book is inside the front cover and contains the title of the book and the names of the author(s) and illustrator(s).	listening, observing, locating	A. Always read the title page when beginning a book. Point out to students the title, the author(s), and the illustrator(s) of a book. Let each student select a book. The students should point to each part of the book as the teacher points to that part on a model.		
		choosing, locating	B. Make a chart to display in the classroom. As a book is read aloud, list the title of the book and its author in the chart. Allow students to request a special book from the list to be read at story time. Have them locate the title, author(s) and illustrator(s) of the book.		
32309 use a table of contents.	A table of contents lists the stories, chapters, or topics in a book and tells on what page each begins.	observing, locating	A. When a new story is begun in the basal, point out the title of the story in the table of contents. Have students tell to which page they should turn.		
		locating	B. Give students a sample table of contents. Write the titles of the listings on sentence strips. Hold up a strip and have students find the title on the page.		

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READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 323B1 To use study skills correctly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
32310 use a glossary.	A glossary is a part of a book which lists and defines selected words found within that particlular book. The words listed are considered difficult or in some way noteworthy by the author(s). A dictionary is a book which lists many words and their definitions. Basal readers usually have glossaries listing the new vocabulary words in the book. A glossary page differs from a dictionary page in that only special words are listed in a glossary and the definition(s) relates specifically to the word's use in the book.	listening, observing, locating, comparing, contrasting	A. Use a reproduction of a page from a dictionary and a page from a glossary. Discuss the differences in the two. Focus on the same word as it appears on each page. Point out that the dictionary gives more information about the word. Have students turn to the glossary in the reader or in a textbook and select a word at random. Have the students locate that word in a dictionary and compare the two.		
		locating	B. Have students look up new vocabulary words in the glossary of the basal and define the words.		

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 123B1 To use study skills correctly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
32311 use an index.	An index is a listing of the major topics within the book and the page numbers on which information relating to those topics is found. An index is used to locate information quickly and easily.	listening, observing, locating	A. Have students examine the index of a book. Point out the alphabetical listing of the topics in the index. Give students several topics to locate using the index.		
		locating	B. Play a game where each student is allowed to select a book which contains an index. A stack of topic cards is placed in the middle of the table. As a topic card is turned over, each student looks for that topic using his or her index. The student is awarded a point each time a topic is located in the index.		

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READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 323B1 To use study skills correctly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
32318 scan a page to locate specific information.	Scanning is glancing from point to point in search of a particular item.	listening, locating	A. During a directed reading lesson, read a phrase or sentence. Have the students scan the page to find that sentence. For example, "Find the sentence which says, 'The car went down the street' and put your finger on it." Have students pull a ruler down the page so that one line at a time is visible. Tell students to move their eyes down the page with the ruler and to look for the word "car." When they find "car" they should check the words on both sides to see if it is the sentence for which they are looking.		
		locating	B. During guided silent reading, have the students scan the page to see what happened in a specific sentence. For example, "Look down the page quickly. Find the third sentence. Read to see where the children are going."		

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 324A1 To understand the use of literature for practice and pleasure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
32401 read books for practice and pleasure.	Students need a wide variety of reading materials from which to choose and a comfortable, quiet place to read. Materials should cover a wide range of interests and ability levels and may range from comic books to encyclopedias. The most important thing to remember is that children learn to read by reading. Students should be encouraged to use every available moment for reading and/or listening to literature.		A. Create a unique and special reading center. Schedule recreational reading for students as often as possible. Give special "passes" to the center as reinforcers for behavior or work. B. Have each student keep a list of books, articles, etc., read during each week. Give reinforcers for productive use of the reading center. C. Solicit parent involvement and encourage reading at home.		

READING -- GRADE 3

GOAL: 32000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 324B1 To understand basic literary form

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
32402 distinguish fairy tales/folk tales, poems, and plays.	Literature is categorized by form and purpose. Third grade students should recognize the forms of plays and poems. They should distinguish fairy tales and folk tales by their purpose and form. Fairy tales and folk tales should be defined as stories which are written to entertain and which are fantasized. Folk tales differ from fairy tales in that the author is not known, and the story is usually passed from generation to generation orally. Fairy tales are narratives of adventures involving fairies, wizards, or other fantastic forces. At this level, students are likely to have difficulty distinguishing between fairy tales and folk tales. A poem is a series of verses which may or may not rhyme. A poem has a particular rhythm. Poems often have verses or phrases which are repeated.	listening, recalling, analyzing recalling, categorizing	A. Give students ample opportunities to hear and to read fairy tales, folk tales, poems, and plays. Always label a piece of literature according to its type, and tell students the reasons a work is categorized as a fairy tale, a folk tale, a poem, or a play. List the titles of selections the students hear or read on a large chart. From time to time, go over the list and have students recall the labels for the titles. B. On three sides of a file folder, write the headings "Fairy Tales/Folk Tales," "Poems," and "Plays." Attach a pocket under each heading. On slips of paper, write the titles of familiar selections. Have the students place each slip in the pocket under the heading which identifies the category to which the selection belongs.		

READING - GRADE 3

ANSWER KEY

INSTRUCTIONAL OBJECTIVE NUMBER	ANSWER KEY/ TESTING STRATEGY
TEST I: COMPREHENSION	
32106	hard mess choose proud make angry walked slowly glasses
32111	C B A A B C B A C C B A B C A A C B
32112	M E B E M E B M
32113	after before before after after before before after
TEST II: COMPREHENSION	
32116	A D C E E A D F A D C E B E G F
32118	Kam's First Circus The Man Who Loved to Run City Glen, Country Glen The Secret Room
32119	The life of the cowboy has changed. Dad and I made a new shelf. The children in North City love to skate. Camels are strange but useful animals.
32120	The bush was strong in its own way. The boys can work and play together. The students admire people for different reasons. It can help to talk about problems.
TEST III: COMPREHENSION	
32124	Billy and his dad will ride in a boat. He will give a storm warning. Mr. Jackson will go back in. "I'm glad we came back. You did the right thing."
32135	He believed that turtles can't run fast. He did not think the turtle could catch up. If the rabbit woke up, the rabbit would run ahead again. The rabbit would have won the race. He did not give up, and the rabbit was too sure of himself.
TEST IV: COMPREHENSION	
32126	Danny Mindy Mindy Mr. Topper Mr. Hopper Danny Mindy Danny
32133	D C E E A C B A
32139	F O O O F F F O

READING - GRADE 3

ANSWER KEY

INSTRUCTIONAL OBJECTIVE NUMBER	ANSWER KEY/ TESTING STRATEGY
TEST V: WORD IDENTIFCATION	
32203	cut mice garden cage cake fence game badge corn space gas engine come cent dragon cage color ice gull gentle
32204	w b k w kgh s gh b gh b
32210	soil towel saw spoon owl point moon haul
32211	jar stars skirt burn corn herd bird hurt
32212	salt chalk tall lawn bald crawl
TEST VI: WORD IDENTIFICATION	
32215	smaller fried brushes fighting funnier taller hopped cries benches walking
32216	dis re un mis dis re un mis im un
32217	ing s ly ness less ful ly ed est er
32218	John's bike the Browns' car the lady's hats the dog's tail the children's books Billy's ball the houses' windows my father's pen the duck's wings the cats' beds

INSTRUCTIONAL OBJECTIVE NUMBER	ANSWER KEY/ TESTING STRATEGY
TEST VII: WORD IDENTIFICATION	
32221	fol • low cen • ter nap • kin bud • dy bas • ket
32223	be • long cli • mate mo • tel pi • lot a • gain
32225	a • loud´ sum´ • mer work • bench´ pen´ • cil on´ • ly dif´ • fi • cult sen´ • tence blos´ • som de • cide´ un • der • stand´

Third Grade Vocabulary

Andre
Andrea
Andrew
Ben
Bill
Bill's
Billy
Billy's
Bobby
Bobby's
Boston
Brown's
Browns
Browns'
Carrie
Clyde
Dad
Donna
Glen
Glen's
Henry
Jack
Jackson
Jeff
John
John's
Johnny
Johns'
Jr.
Kay
Kim
Luther
Marsha
Martin
Miller's
Mr.
Patty's
Reggie
Saturday
TV
Tam
Terri
Terri's
Tigers
Tom
Tommy's
Tuesday
Vicki
Vicki's
Will
Williams
a
able
about
across
admire
afraid
after
again
ago
ahead
air
all
along
aloud
already
also
always
am
an
and
angry
animal
animals
any
are
around
arrows
as
asked
asleep
at
ate
away
babies
baby
back
backyard
bad
badge
bald
ball
barely
barking
barn
baseball
basket
basketball
bawl
be
bear
beat
beautiful
because
bed
bedroom
beds
been
before
began
beginning
behind
believed
believes
belong
belonging
belongs
benches
bend
best
better
big
bike
bird
birds
birthday
black
blew
blossom
blow
board
boats
bomb
book
bookcase
books
bookshelf
born
bow
bowed
bowl
boys
brave
break
breakfast
bright
brightly
brightness
bring
brother
brought
brushes
bucket
buddy
bugs
bumps
burn
bush
but
butter
buzzing
by
cage
cake
call
called
came
camel
camels
camera
camp
can
can't
candle
captain
car
care
carry
carton
cat
cat's
catch
catching
cats
cats'
cell
cent
center
chair
chalk
changed
charge
checks
cheese
chest
chicks
children
children's
childrens'
choose
circle
circus
clap
class
climate
climb
close
closet
clothes
cloud
clouds
clown
clowns
coal
coat
cold
collected
color
comb
come
comes
coming
computer
cooked
cool
copy
cord
corn
corner
could
country
cowboy
cowboy's
cowboys
cows
crack
cracked
crawl
creek
cross
crossed

crow
cry
cup
cut
dad
dance
dark
darken
darkness
day
days
deal
decide
deep
deer
desert
deserts
did
didn't
different
difficult
dig
dinner
directions
dirt
dirty
dish
dishonest
disorder
do
does
doesn't
dog
dog's
dogs
dogs'
don't
done
door
down
dragon
drink
drives
drove
dry
duck
duck's
ducks'
during
each
early
easily
easy

eat
egg
eggs
elephant
elephants
engine
every
everything
everywhere
excited
eye
eyes
face
faces
fall
falling
famous
far
fast
faster
fastest
fat
father
father's
fathers
fathers'
feel
fell
felt
fence
fences
few
field
fight
fighting
fill
finally
find
fine
finish
finished
fire
first
fish
fishing
fit
five
fix
fixing
flag
flew
flight
floor
flying

follow
food
for
forth
fought
found
fried
friend
friends
frog
from
front
fry
full
fun
funnier
funny
gal
game
garden
gas
gave
gentle
gerbil
get
gets
giant
giraffe
give
gives
glad
glass
glasses
glittering
go
goat
going
gone
good
got
grass
great
ground
grow
grown
guide
guitars
gull
gum
gun
guns
gym
gypsy

had
hair
haircut
hall
handle
happen
happened
happy
hard
has
hat
hats
haul
hay
he
head
heal
hear
heard
heavy
hedge
help
helped
helps
hen
her
herd
here
hid
hidden
hide
high
highest
hilarious
hill
him
himself
his
hit
hits
hold
home
homes
homework
hook
hop
hope
hoped
hopeful
horse
horses
hot
hour

house
house's
houses
houses'
how
howl
huge
hungry
hunter
hunts
hurt
hustle
I
I'm
I've
ice
idea
if
impure
in
inside
instead
instructions
into
is
island
isn't
it
it's
its
jar
job
juice
just
keep
kept
keys
kick
king
kitchen
knife
knight
knit
know
lady
lady's
lake
lamb
large
last
late
later
laughed
law

lawn
lazy
lead
leads
league
learn
least
leave
led
left
legs
less
let
let's
lets
library
life
lift
light
lightning
like
liked
likes
line
lions
listened
little
lives
living
log
long
look
looked
looking
lost
lot
loud
loudest
loudly
love
loved
lunchroom
mad
made
magic
main
make
makes
man
man's
many
marathon
may
me
meal
means
mess
metal
mice
milk
mince
mine
minutes
misleading
miss
misspend
moan
money
monsters
moon
more
morning
most
motel
mother
mother's
mothers
movies
much
music
must
my
name
nap
napkin
near
need
needed
never
new
newspaper
newspapers
next
nice
night
no
noise
north
not
now
of
off
office
often
oh
oil
old
on
one
only
open
opened
opening
or
orange
other
our
out
outside
over
owl
own
pages
paint
pan
parents
park
part
pass
patty
peanut
pen
pencil
pennies
people
pepper
perfectly
person
phone
piece
pilot
pint
place
placed
places
play
player
playing
please
point
points
pole
pond
pool
poor
poured
pretty
prison
problem
problems
proud
puppies
pushed
put
puts
quickly
quiet
quietly
rabbit
rabbit's
rabbits
race
races
radio
rain
ran
ranch
reached
read
ready
really
reasons
recovering
refill
refrigerator
refused
relocate
rest
rice
rich
ride
riding
right
ring
river
roads
rode
rolled
roof
room
rug
runner
running
runs
safe
said
sail
salt
sandy
sat
saw
says
scared
school
sea
secret
see
seen
send
sentence
set
setting
shadow
shag
sharp
she
shed
shelf
ship
shoes
shone
shoot
shopping
shore
short
shorts
should
show
showed
sick
sickly
side
since
sing
singer
sister
sit
size
skate
skaters
skates
skirt
sky
sleep
sleepy
slow
slowly
small
smaller
smarter
smashed
smells
snow
so
sofa
soil
some
someone
something

sometimes
song
soon
sorry
sound
soup
sow
soy
space
spain
spawn
spend
spins
spoon
spring
stage
stairs
stairway
stand
star
stars
started
stay
stayed
stick
still
stirs
stones
stood
stop
stopped
storm
story
strange
strong
students
such
suddenly
suit
summer
sun
sure
surprised
swimming
tail
take
taken
talk
talked
tail
teach
teacher
teased
teasing

ten
tents
terrible
than
that
the
their
them
then
there
these
they
thick
thin
thing
things
think
this
those
thought
through
tie
tigers
time
times
tired
title
to
today
together
told
tomorrow
too
took
tool
top
tops
tore
tornado
totally
towel
town
toy
train
tray
tree
trees
tricks
tried
tripped
truck
trucks
try
turned

turtle
turtles
two
ugly
uncle
under
understand
understands
unlucky
unpacking
untied
until
up
use
used
useful
very
visit
visits
voice
wagon
wait
walk
walked
wander
want
wanted
warning
was
wasn't
watch
watched
watching
water
waves
way
we
we're
wear
wearing
weather
week
well
went
were
wet
what
wheel
when
where
whistle
who
why
wide

will
win
wind
window
windows
wings
winter
wish
with
woke
wood
word
wore
work
workbench
worked
working
world
worms
worried
worry
worthless
would
wrench
write
wrote
yard
yards
years
yesterday
you
young
your
yourself

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